

# Welcome to Fostering Lincolnshire

Fostering Network June 2019



**Who are we?**

**Deborah Crawford**

Fostering South Team Manager

**Sam White**

Practice Advisor

# What does Lincolnshire look like?





# **This is what Fostering looks like in Lincolnshire.**

As of 10<sup>th</sup> June 2019 we have :

- 617 Children in Local Authority Care
- 78% are in Foster Care
- 12 children are in IFA's
- 289 households in total including Foster to Adopt.

**North**

**Practice Supervisors**

Brian Evans  
Ursula Morton  
Lisa Webb

**Social Workers**

Lorraine Wallace (AP)  
Gemma Buckton (AP)  
Faye Everson (AP)  
Emma Charlesworth  
Judith Wesley  
Sue Trickey  
Cassie Bruce  
Shelina Begum  
Chloe Brown  
Grace Cunningham  
Leanne Ward  
Jim Wood  
Emma Hewson  
Kady Baggott  
Lindsay Fowler

**Placement Support Workers**

Rachael Johnson  
Anna Braine  
Gary Skinner  
Anne Broughton

**CAFO**

Kathy Flippance – Duty Desk  
Nicola Neville – Duty Desk

# Fostering

**Children's Services Manager  
Regulated**

John Harris

**Fostering Team Managers  
North**

Rebecca Dolman

**South**

Deborah Crawford

**Marketing**

Pip Gagliano  
Christina Kemp  
Jan Awajan - Business Support  
Lauren Smith – Business Support

**South**

**Practice Supervisors**

Jenny Allen  
Melanie Smith

**Social Workers**

Kathryn Gilbert (AP)  
Amy L Jones (AP)  
Michaela Duke  
Mihaela Sebedean  
Tony Rovezzano  
Marie Appleby  
Paula Grundy  
Amy Pacey  
Beverley Lloyd  
Eve Lester  
Jayne Kappen  
Cathy Raymond  
Amanda Marshall

**Social Work Apprentice**

Janet Bailey

**Placement Support Workers**

Kathleen Harrison  
Claire Leeson  
Sara Thorpe  
Julie Fisher



# Lincolnshire Vision and Partners in Practice

## **Children, YP & Families in Lincolnshire will be:**

- Helped to make changes for themselves
- Seen as a positive solution to the challenges they face
- Able to get support easily
- Understood as a whole family

## **Supported by an integrated children's services workforce that:**

- Uses evidence informed practice
- Understands and applies Relationship Based Practice
- Is Restorative in approach
- Is well trained and supported

## **Enabled and equipped by:**

- Clear governance that puts children and families at the heart of how we plan and deliver support for them
- Using a system called Signs of Safety that builds on families strengths

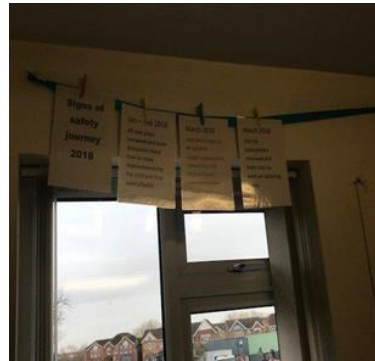


# Context of the discussion

- Signs of Safety did not start with Fostering but underpins all that we do in Lincolnshire
- Strengths based approach but ‘felt like it was only applicable to the front door only’
- We were wrong!
- Our Journey and Future Aspirations

# The role of the Practice Advisor

The ultimate aim is that teams are able to increase their own confidence so that we can sustain the model going forward, PA's look to work with your champions/practice leads to deliver, plan, put resources together etc. but will not do this without the support of the team as we want to create a culture of working with and empowering teams to be part of the process and learning.

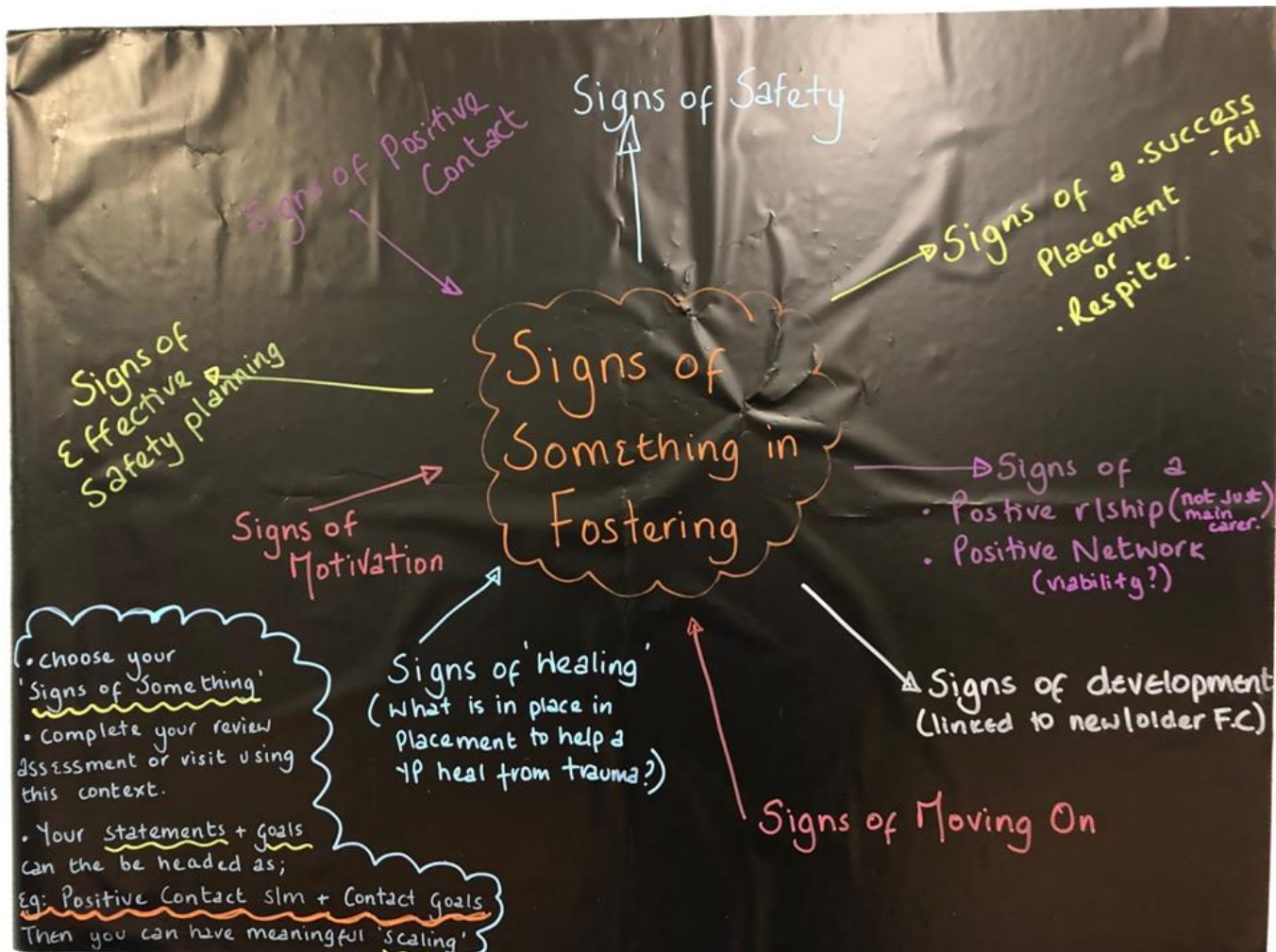




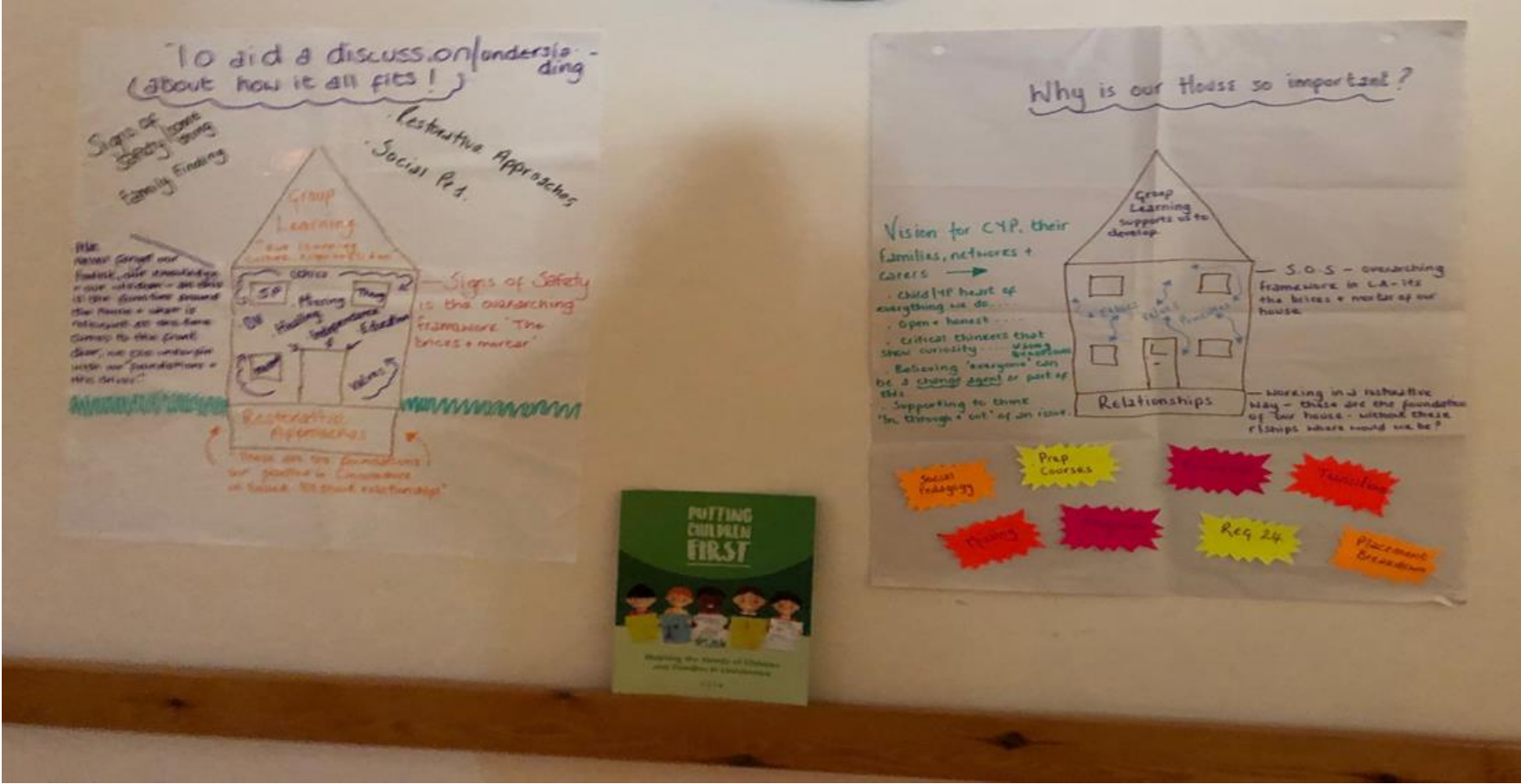
# What is Signs of Safety?

What are we worried about	What's working well	What needs to happen
<p><b>Harm</b> (Evidence/info about what has happened)</p> <ul style="list-style-type: none"> <li>• Past harm ( what has actually happened to harm the child</li> <li>• Impact on the child – Physical/ Behavioural/ What does the child or their behaviour, responses, tell you that informs how they are impacted (Their lived experience) I am scared, sad, worried, hurt</li> <li>• Describe the Behaviour that poses a risk to the child.               <ul style="list-style-type: none"> <li>○ Frequency – When did it start, how often? What would the child, parents, family, schools say about when it started and how often.</li> <li>○ Severity – What does it look like when it is at its worst? How bad has it been?</li> <li>○ First worst and last plus frequency describing behaviours not jargon. When was the first, the most recent time it happened, at its worst what does it look like?</li> </ul> </li> <li>• Triggers and Stressors – e.g. there is violence it happened 10 times. What triggers it? Drinking / What are the triggers for drinking? Dates, anniversaries, is there a timeline that shows when it is likely to happen?</li> <li>• Red Flags: - What are the warning signs that tell you this isn't working or it is going off track.</li> </ul> <p><b>Complicating factors</b> (Evidence)</p> <p>Who or what is making this worry harder to deal with? E.g. Learning difficulties, mums depression, DA, substance misuse, poverty, family or neighbourhood relationships</p> <p><b>Danger Statements</b> (Analysis of current and future risk)</p> <p>Who is worried? About what? What do we think will happen if nothing changes?</p>	<p><b>Existing Safety</b> (Evidence/ info about what has happened)</p> <p>The danger has to have been present ( the test) Something/ someone kept the child safe</p> <p>Q Tell me about a time when the danger was there and somebody/ you did something that kept child safe/ cared for ( e.g. you felt angry but didn't shout/ beat, calmed things down instead of escalated)</p> <p><b>Existing strengths</b> ( Evidence/ info about what has happened)</p> <p>Things that happen that address the worries. These do not provide direct safety but can provide support, strengthen family relationships etc.</p> <p>This column is the one you use to develop the safety plan</p> <p>Safety plans are behavioural not services</p> <p>From examples of existing safety you identify good and build on that to do more of it or something else that adds value.</p>	<p><b>Next Steps</b></p> <p>Who will do what With timescales and measures</p> <p><b>Safety Goals</b> – What will the day to day life of this child look like for us not to be worried.</p> <p>Should describe mostly behavioural changes</p> <p>What do we need to see to have confidence that the parents, family network are able to ensure the child is safe from harm can meet the child's needs now and in the future.</p>

# What does this mean for Fostering?

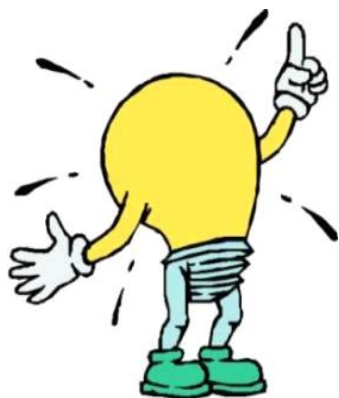


# Our Analogy



# What evolving practice looks like in Fostering

From looking at the vision to the analogy through to the Signs of Something, we fast forward to our on-going development with this tool and way of thinking ....



## Thinking about a child/teenager in your care: Signs of Success (Foster Placement)

### What are you Worried About?

What is happening with this child that makes you worry about them?

What is happening with this child that makes you worry about them living with you and your family?

What words do you use to talk about problems with the child so they understand what you are worried about?

When you think about the problems this child has had to deal with what's the worst thing you worry will happen to them because of these problems?

Are there things happening in the child's life, family or community that makes caring for them hard?

is there anything happening with you and your family that's making caring for the child harder?

### What's Working Well?

What do you like most about the child? What else does the child do that makes you enjoy being with or around them?

Who are the people that care most about the child in your family? How do they show the child they care about them?

What would the child say are the best things about living with you and your family?

Who would the child say are the most important people in their life and how are they helping the child settle or remain settled in your family?

Tell me about the times you have experienced problems caring for the child and you managed to overcome them? How did you do that?

### What Needs to Happen?

Having thought more about your experiences in caring for this child what would you need to see that would make you satisfied this placement is a 10 for them?

What would the child need to see that would make them say this placement is a 10?

And the child's family what would they need to see to know their child's placement is a 10?

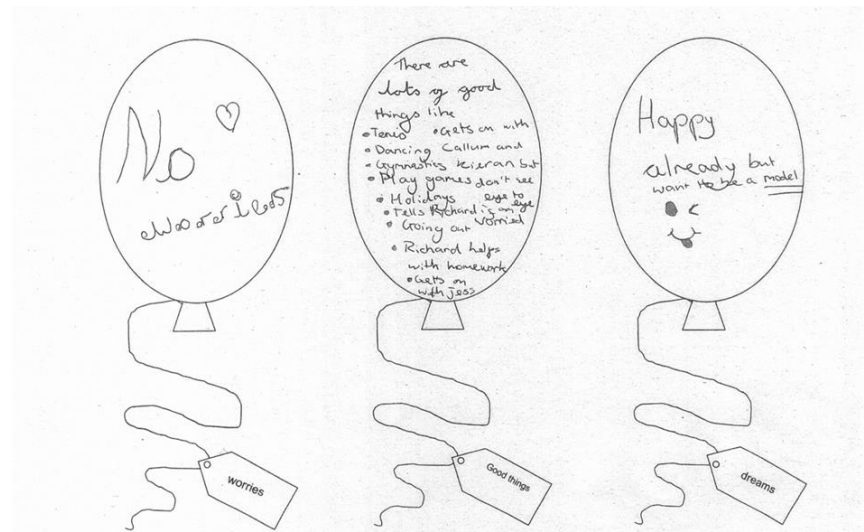
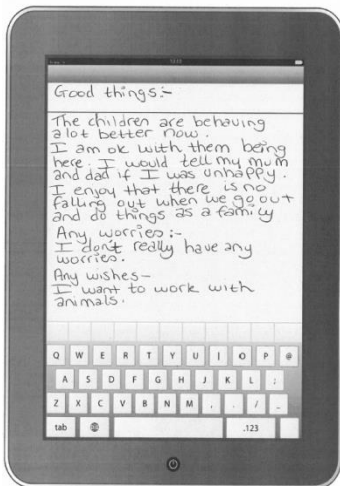
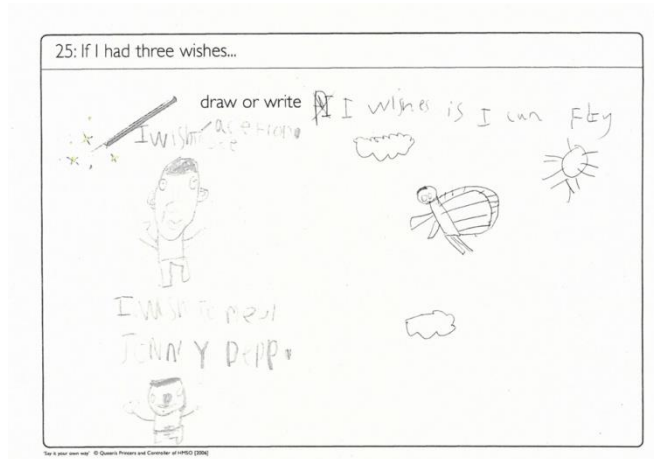
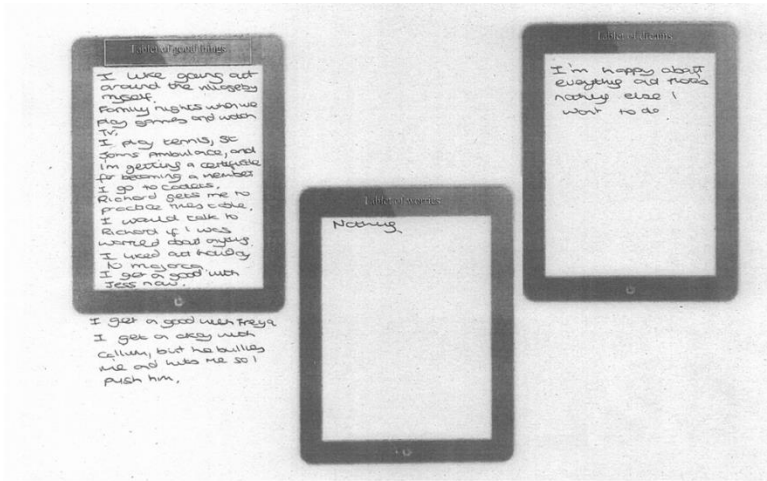
What next steps should happen to achieve your goal? The child's goals?

What questions do we have?

On a scale of 0 to 10 where 10 means this child's placement is giving you the best possible experience you could ever imagine as a carer and even though parenting can be hard your enjoying every day to zero being this placement is giving you the worst possible experience, your struggling every day and questioning if this right for you, where are you? Where do you think the person who knows you best would say you are? They are?

0 ←————→ 10

# Our journey and how does it fit?





# How we use this model in practice with our staff?

- Professional Reflective Supervision
- Training
- Appraisal
- Practice Development Workshops
- Social Work England Accreditation
- Team Champions and Practice Leads
- Share professional experiences and work.



# What does support look like for Foster Carers?

- SOS informs all requests for placements and matching with fostering families
- Family Network Meetings
- Fostering Preparation Courses
- Placement Planning Meetings/Safety Planning
- Support Meetings – Disruption Meetings





## **What does support look like for Foster Carers? contd.**

- Voice of children in fostering families (Three Houses has been much developed)
- Foster Carer's Support and Supervision Visits where scaling can be used
- Reviews for Children Looked After
- Fostering Families Annual Reviews & Form F/C Assessments.



# Our Aspirations

- All Fostering Families are being trained in Signs of Safety, Social Pedagogy and Restorative Practice
- Common language for Fostering Families
- Hearing and enabling Fostering Families to share their views, worries and strengths
- Create ongoing learning for staff, fostering families and other professionals to understand, consolidate and refine SOS as an organisation - wide learning journey
- Increased Placement Stability
- Better outcomes for children placed in Fostering Families



# Practice Tips

- Think about language used
- What time and space do we create to support the development and confidence?
- Its ok if these things take a while to embed, we need the time and the space to reflect.



# Practice Tips: Group Learning (previous Group Supervision)

Create a Learning Culture; it's a safe way to learn and develop that language and practice using the framework.

***The logic within group supervision is to 'slow the thinking down'. This enables the following;***

- Creating and building a shared, structured, collective team and agency learning culture and enable a safe process for thinking through cases using the Signs of Safety approach



# Practice Tips: Group Learning (previous Group Supervision) contd.

- Enable workers to explore each other's cases, having a set goal which isn't a solution, (e.g. wanting to talk to the YP about transition using safety and strength questions so they begin to safety plan for it) bringing their best thinking, including alternative perspectives and to do this without getting caught in one or two people dominating or the group telling the practitioner who's case it is what they must do
- Develop a shared practice of bringing a questioning approach to casework rather than trying to arrive at answers.

# Meet the Fostering South Team





## Q&A

Thank you for listening, we will be around after the event finishes for questions. Please feel free to come and speak with us.

Thank you for inviting us.

Deborah Crawford

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